DOCUMENT RESUME

ED 153 957 SP 012 597

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TITLE Teaching Behaviors Related tc the DAISTRA Cpen-Ended Discussion and Values Awareness Teaching Strategy.
INSTITUTION Los Angeles Ccunty Superinterdent cf Schccls, Calif.
REPORT NO TSC-0577-5
PUB DATE 77
NOTE 19p.; for related dccuments, see SP 012 596-602, 604 and 606; May reproduce pcorly due tc colcred backgrcund

EDRS PRICE MF-$0.83 HC-$1.67 Plus Pcstage.
DESCRIPTORS *Definitions; *Discussicr (Teaching Technique); Educational Methods; Ncnverbal Ccmmunicatcn; *Questicning Techniques; *Sccial Values; Taxonomy; *Teacher Behavior; Teaching Techniques; Verbal Communication
IDENTIFIERS *Values Educatcn

ABSTRACT

The term "teaching behaviors" is defined; categcries of behaviors are identified; and, within these categcries, taxonomies of teaching behaviors useful in facilitating the gcals cf values awareness instruction are examined. A teaching behavicr is defined as a word, set cf words, cr some ncnverbal actions used by the teacher to have some specified effect on the students' behavicr cr cn student-student cr student-teacher relaticnships. The three general categcries cf teaching behaviors related tc most instructional goals are: basic teaching behaviors, through which the teacher creates and maintains the structure and integrity cf the lessen; goal-directed teaching behaviors, through which the teacher facilitates the students' growth toward the lessen cbjectives; and diagnostic teaching behaviors, which the teacher uses as cne way tc generate data about the growth cf the students tcward thcse gcals. Behaviors identified as basic are: structuring; fccus setting; ackncwledging; clarifying; responding to students' data generating; and teacher silence. Six goal-directed teaching behavicrs related to values awareness are identified: tuning in to prccess; prcbing fcr rationale, for prediction, for data, and fcr data scurce; and inferring value. Values awareness diagncsis teaching behavicrs encompass probing for values, fcr prccess awareness, for conditions, and fcr feelings. (MJB)

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ED153957

Dalstra Values Awareness Teaching Strategy
Inservice Education Program

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TEACHING BEHAVIORS RELATED TO THE DALSTRA OPEN-ENDED DISCUSSION AND VALUES AWARENESS TEACHING STRATEGY

PART I	*The Basic Teaching Behaviors (VATS & OEDTS)*
PART II	*The Values Awareness Goal-Directed Teaching Behaviors*
PART III	*The Values Awareness Diagnostic Teaching Behaviors*

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TSC 0577-5

TEACHING BEHAVIORS RELATED TO THE DALSTRA OPEN-ENDED DISCUSSION AND VALUES AWARENESS TEACHING STRATEGIES

INTRODUCTION

The most crucial element of any classroom is the teacher. It is what the teacher does and doesn't do that determines what the student will learn. Of course, having the kinds of facilities which make it possible for the teacher to group students in a variety of ways is important. In addition, the students and teachers must have audio-visual equipment and the necessary materials and supplies to work with. And most certainly, both teachers and students need a pleasant place to work so they can give their full attention to the matters at hand. It is difficult, if not impossible, to find any evidence which suggests that learning is more efficient, more effective, or the students feel better about themselves under such conditions alone. It's the teacher that counts, and the teacher is what the teacher does and doesn't do.

The Values Awareness Teaching Strategy is based on the premise that teaching is more effective if the teacher knows what she or he's doing and does it on purpose. Apart from the few in the teaching profession who are "born teachers," knowing what we're doing can make us more powerful. In a way, it's like touch typing versus the hunt and peck approach. Some people use the hunt-n-peck approach and get by ok. In general, however, it's those people who have developed their skills related to the touch typing approach who can make that typewriter really "smoke."

Teaching is more than a mystical "either you've-got-it-or-you-haven't" art. Good teaching rests on some identifiable concepts and skills that can be studied, practiced, and mastered. In other words, people can learn what to do as teachers to facilitate their students' learning and they can learn when to do those things. Such are the prerequisites in teaching toward values awareness.

What a teacher does as she or he interacts with students is referred to as a teaching behavior. A teaching behavior is a word, set of words, or some non-verbal actions used by the teacher which is intended to have some specified effect on the student's behavior or on student-student or student-teacher relationships.

In general, teaching behaviors related to most goals for instruction may be grouped into three categories. There are the BASIC TEACHING BEHAVIORS through which the teacher creates and maintains the structure and integrity of the lesson. There are the GOAL DIRECTED TEACHING BEHAVIORS through which the teacher facilitates the student's growth toward the lesson objectives. And, there are the DIAGNOSTIC TEACHING BEHAVIORS the teacher uses as one way to generate data about the growth of the students toward those goals.

Deciding which teaching behavior to be used at any moment during a lesson is based on what the students do and where they are in their development toward the lesson goals. What words or actions are used to implement a specific teaching behavior is a professional decision guided by the teacher as an individual, the specific students with whom the teacher is working, the relationship of today's lesson to what has preceded it and what will follow, and so on.

Is is also important to point out that the Values Awareness Teaching Behaviors outlined in this material may be utilized in any setting whenever values awareness is a goal. Whether it's a total class lesson, a small group activity, a simulation, a game, a role-playing situation, or an informal student-teacher dialogue in the classroom or on the playground, it's the teaching behavior utilized that determines whether or not students will become aware of the values they hold. Mere involvement in some classroom activity or discussion alone just doesn't do it. It's what the teacher does that determines what the students will learn.

What follows in this paper is a taxonomy of teaching behaviors useful in facilitating the goals of Values Awareness. These behaviors include:

THE BASIC TEACHING BEHAVIORS (PART I)

- STRUCTURING (STR)
- FOCUS SETTING (FS)
- ACKNOWLEDGING (A)
- CLARIFYING (CL)
- RESPONDING TO STUDENT'S DATA GENERATING (RDG)
- TEACHER SILENCE (TS)

THE VALUES AWARENESS GOAL-DIRECTED TEACHING BEHAVIORS (PART II)

- TUNING IN TO PROCESS (TIP)
- PROBE FOR RATIONALE (PR)
- INFERRING VALUE (IV)
- PROBE FOR PREDICTION (PP)
- PROBE FOR DATA (PD)
- PROBE FOR DATA SOURCE (PDS)

THE VALUES AWARENESS DIAGNOSTIC TEACHING BEHAVIORS (PART III)

- PROBE FOR VALUES (PV)
- PROBE FOR PROCESS AWARENESS (PPA)
- PROBE FOR CONDITIONS (PC)
- PROBE FOR FEELINGS (PF)

PART I

THE BASIC TEACHING BEHAVIORS

The success of any lesson is dependent in part on how effectively the teacher is able to establish and maintain the integrity and structure of the lesson and the student's psychological freedom. By *integrity* and *structure* we mean that all of the students are dealing with the same issue in a thoughtful and responsible way. By *psychological freedom* we mean individual students in the group participate to the degree they want to as they (1) comment when they choose to do so or refrain from making comments when they choose; (2) respond to questions directed to them or "pass" for the time being; (3) agree or disagree with what others in the group have said; or (4) decide what data, if any, they need and reach out to generate the data. The means whereby these classroom conditions are established and maintained are the BASIC TEACHING BEHAVIORS. These teaching behaviors are:

- STRUCTURING (STR)
- FOCUS SETTING (FS)
- ACKNOWLEDGING (A)
- CLARIFYING (CL)
- RESPONDING TO STUDENT'S DATA GENERATING (RDG)
- TEACHER SILENCE (TS)

Each of these behaviors is described below:

STRUCTURING (STR)

Informing the students about what is expected of them and what they can expect of the teacher during the lesson. Structuring includes (1) communicating how the students are to work, (2) taking action to implement the lesson structure, and/or changing the lesson structure.

The major purpose of the Structuring teacher behavior is to create a climate which supports student-teacher and student-student communication by getting expectations and role relationships out in the open.

In the Structure for an open-ended discussion or values awareness lesson it is out-of-bounds for the teacher or a student to make value judgments about another student. Thus, Structuring is the means whereby the teacher protects the psychological freedom of class members.

T: (In Structuring for an Open-Ended Discussion) *The purpose of the Lesson today is to make it possible for you to get some of your ideas about . . . out on the table. Here's how we're going to work.*

T: (In Structuring for a Values Awareness Lesson) *The purpose of the lesson today is for you to get some insight into what your values are about...Here's how we're going to work.*

When a teacher uses a Structuring teaching behavior in support of student's psychological freedom in student-student relationships, it is imperative that the teacher also report his or her reasons for that teacher intervention.

T: *I want to remind you that those kinds of comments are not helpful in this kind of discussion. It's okay to disagree with Franellipe's idea, but putting him down may close off a free sharing of ideas.*

T: (In response to a suggestion by a student to modify the lesson structure) *Since you've all indicated you'd like to follow Val's suggestion to close our discussion with a "Quote Without Comment" today, let's do that.*

FOCUS SETTING (FS)

Stating a topic to be discussed by the students, or labeling a topic presented by a student as a topic for discussion. In this latter case, the Focus Setting teaching behavior should be followed with a Structuring teaching behavior to let the group know if they are to shift to the new topic or continue with the current one.

T. *One topic you may want to discuss is, "How do you feel about admission policies of college and universities which have been changed in order to encourage the enrollment of minorities and women?"*

T: *Following their mother's death, should Bill and Nancy's grandmother move in with them and their father?*

T: *Under what conditions should one country go to war with another country?*

T: *How do you feel about people who sell dangerous drugs to their friends?*

The Focus Setting teaching behavior may also be used when it's apparent to the teacher that the student has shifted to another topic. In this instance as well, the teacher will probably follow the FS with a STR teaching behavior.

S: *I think he ought to tell his girlfriend that he has VD. She probably has it too.*

T: *O.K. It seems that you've shifted to another topic — to considering what else he should do beside telling his parents. (followed by STR)*

When the teacher presents a topic for discussion, the Focus Setting teaching behavior may be implemented by any of the following techniques: (1) The teacher just poses a Focus Setting question for the student's discussion, (2) The students engage in a discussion about a transparency, picture, film, filmstrip or film loop from which a specific topic for discussion is presented by the teacher, or, (3) use of a Values Clarification Activity as a background for a topic to be presented.

Another alternative Focus Setting teaching behavior is to simply invite students to suggest topics for discussion. Then the class selects the highest priority topic from among these alternatives for the discussion.

ACKNOWLEDGING (A)

Recognizing a student's contribution. A verbal or non-verbal communication that the teacher understands what the student is saying; that his message is received without making a value judgment about the appropriateness or validity of it.

T: *That's certainly possible.*

T: *Yeah, I hear what you're saying.*

T: *(Nods)*

CLARIFYING (CL)

Seeking additional information the teacher needs in order to understand what the student is saying. This may be done by asking the student to explain more, or by restating or rephrasing a student's comments. When the teacher uses a Clarifying teaching behavior he or she does so because he or she doesn't understand, not because other students don't understand or hear what is said.

T: *Could you say more about what you mean by "all mixed up," Tom?*

T: *You've talked about several things, Ben. Are you saying that he should get treatment without telling his parents, or are you saying that he should get treatment first and then decide whether or not to tell his parents?*

RESPONDING TO STUDENT'S DATA GENERATING (RDG)

Making it possible for the student to get the data he or she needs. This includes giving the student the data requested, informing the student what he or she may do to get the data needed, and/or making whatever arrangements are necessary so the student can do so. When the data generating takes some action on the part of a student, the RDG should be followed with a Structuring teaching behavior to let the student know it's his or her decision about whether the data is generated or not, and/or to inform the student about when it is appropriate to take that action.

T: *John, I really don't know how Blacks feel about that issue. Perhaps some of the students in this class who are in the Black Studies Program may want to respond to that question.*

T: *Ray, according to the information contained in one study, I know about 45% of the students reported they started to smoke because all their friends smoked.*

T: *I'll tell you what, Carlos, during recess you may go into the office and use the school phone to call the district curriculum office to find out what ethnically balanced materials are presently available for the 7th-grade social studies.*

T: *O.K., Gus, I'll make arrangements with Mrs. Lindburg, our nurse, so you can go in and use her copy of the State Health and Safety Code to find out about the VD laws.*

TEACHER SILENCE (TS)

Protecting a student's responsibility to make his or her own decisions about the topic being discussed. A non-verbal message to the students that it is up to them to initiate their own action without some cue from the teacher about what they should do next. Teacher Silence is only used in response to Student Silence.

S: ....

T: ....

For the Values Awareness Goal-Directed and Diagnostic Teaching Behaviors, see Part II, TSC 676-27 and Part III, TSC 676-28 respectively.

PART II

THE VALUES AWARENESS GOAL DIRECTED TEACHING BEHAVIORS

The objectives of Values Awareness Lessons center on (1) helping students become aware of their values and the values of their peers, and (2) developing the students' awareness of the relationship between one's values and decisions. Actions the teacher takes to work toward these outcomes are called the Values Awareness Goal Directed teaching behaviors. They include the following purposes for behaving:

- TUNING IN TO PROCESS (TIP)
- PROBE FOR RATIONALE (PR)
- INFERRING VALUE (IV)
- PROBE FOR PREDICTION (PP)
- PROBE FOR DATA (PD)
- PROBE FOR DATA SOURCE (PDS)

Each of these teaching behaviors is described below:

TUNING IN TO PROCESS (TIP)

Helping students become aware of individual or group processes which influence their ability to work effectively toward the resolution of the topic at hand. On an individual basis, the

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Tuning In To Process teaching behavior is a teacher intervention intended to help students become aware of what they're doing as a member of a group. To do so (on occasion) the teacher simply and almost incidentally labels the behavior the student used.

T: *John, you've just indicated a course of action that our class might take.* (Used in response to student Reporting Course Of Action, TIP RCA)

T: *Francine, you just made a value judgment about the course of action Reuben suggested.* (Used in response to student Reporting Value Judgment, TIP RVJ)

T: *In stating why you feel it's important to legalize marijuana, it seems to me you reported a value.* (Used in response to student Reporting Values, TIP RV)

T: *You've made a prediction, Marge, about what you feel might happen if we carry out John's suggestion.* (Used in response to student Reporting Prediction, TIP RP)

T: *That's some data about prejudice in our community you just cited, Jim.* (Used in response to student Reporting Data. TIP RD)

T: *Gus, you just polled the class to generate some data about their feelings relative to having a woman for a boss.* (Used in response to student Generating Data, TIP DG)

Used with the group, the Tuning In To Process teaching behavior is a teacher intervention intended to help the students become aware of something going on among members of the group that may be influencing their work. As a result of using the TIP, the group may want to consider the way the group is responding to the issue.

T: *You know, as I listen to what you're saying, it seems that all we're doing is making value judgments about the topic. How is doing that helping you deal with the issue?*

PROBE FOR RATIONALE (PR)

Inviting the student to consider and report the reason(s) he proposes a particular course of action or makes a certain value judgement. Thus, this teaching behavior helps students become aware of their basis for such statements. In responding to Probe For Rationale, students usually report a prediction or data; less frequently a value.

This teaching behavior should only be used in those instances when the teacher is relatively certain the student is able to and willing to report his reasons.

T: *Penelope, what is your thinking behind your suggestion that we take money from our class treasury to buy a couch for the hallway outside the Principal's office?*

T: *Would you feel comfortable in sharing your reasons why you said it would be "good" to legalize abortions?*

T: *Tell me, Franklin, why do you say it's advisable to outlaw the sale of trail motorcycles in the state of California?*

INFERRING VALUE (IV)

Helping the student become aware of a value(s) that seems to be a basis for a course of action or value judgment reported. In using the Inferring Value teaching behavior, the teacher

formulates a statement based on an inference made about the student's value and on the referent of the teacher identified.

In formulating an Inferring Value teaching behavior, the teacher builds a value statement for a student based on a value judgment or course of action plus the rationale reported by the student. A value statement (1) specifies the important characteristic, (2) labels the important characteristic as a value, and (3) identifies the referent for that value. However, what makes an Inferring Value teaching behavior more than a value statement alone is that the teacher phrases it in a tentative way and expressly invites the student to respond to the teacher's inference.

T: *It seems to me — and correct me if I'm off course — that one of your values about families is to have good relations at any cost. Did I understand you correctly?*

T: *Based on what you just said, Flash, it appears that action is one of your values about recess activities? Is that right?*

PROBE FOR PREDICTION (PP)

Inviting the student to consider possible outcomes or consequences of a course of action or a value reported.

T: ***Tom, what do you think might happen if one were to take that approach; that is, how might the people involved feel about it?***

PROBE FOR DATA (PD)

Inviting the student to specify the data he has or needs to support a course of action, value judgment, or prediction he has reported.

T: *Arleigh, you suggested that if we set up a Chicano Studies Program, only Chicanos would sign up for the classes. Would you share any data you have that supports that?*

T: *Betty, is your comment based on any data you know about, or is it just what seems might happen?*

PROBE FOR DATA SOURCE (PDS)

Inviting the student to consider and report the source he has used or needs to use to generate the data he has or needs. The data source might be a particular textbook, a dictionary, a friend, a film, a television program or newscast, and so on.

T: *I'm curious, Clancy, where did you get that data?*

T: *Did you get the data just reported from the Resource Center, from your friends, or from somewhere else?*

T: *Ming, do you have an idea as to where you might go to get that information or data?*

PART III

THE VALUES AWARENESS DIAGNOSTIC TEACHING BEHAVIORS*

The VALUES AWARENESS DIAGNOSTIC teaching behaviors enable the teacher to systematically assess the effect of the teaching strategy on his students. These teaching behaviors include the following purposes for behaving:

- PROBE FOR VALUES (PV)
- PROBE FOR PROCESS AWARENESS (PPA)
- PROBE FOR CONDITIONS (PC)
- PROBE FOR FEELINGS (PF)

Each of these teaching behaviors is described below:

PROBE FOR VALUES:

Inviting the student to report his or her values or the values inferred about someone else. The Probe for Values teaching behavior is always directed to an individual student.

T: *Johnny, from what you just said, what might your values be about pick-up trucks?*

T: *Gus, if someone were to make that kind of value judgment, what would that tell you about their values — about what is really important to them?*

T: *In the story you read Cleolla, what do you feel were the farmer's daughter's values about friends?*

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PROBE FOR PROCESS AWARENESS:

The primary function of this teaching behavior is to determine if the students are becoming (1) aware of what they're doing as a member of a group, and (2) sensitive to what is happening to the group or among members of it at the time. The Probe for Process Awareness teaching behavior may therefore be used with an individual in relation to something he did, or with the group in relation to their work.

T: *Francis, when the boy in the film suggested that his friend's idea was "bad", what would you call what he did?*

T: *Tell me Clem, when you said you wanted to discuss the dress code, can you tell me what it was you were doing?*

T: *I notice that suddenly we have a lot of shouting. Would anyone like to comment on what's happening to the group?*

PROBE FOR CONDITIONS:

Inviting the student to consider the specific circumstances which influence (1) the implementation of a course of action, (2) a prediction, (3) a value judgment, or (4) the way values are prioritized. This teaching behavior helps students become aware of specific circumstances which influence the application of their values. In formulating this teaching behavior the teacher may either invite the student to identify relevant conditions or the teacher may suggest a condition the student can consider in formulating his or her value judgment or course of action.

T: *When (under what condition) would you do that — and when wouldn't you? Under what circumstances would that course of action be the most sensible one to follow?*

T: *Would that also be good to do if a member of your immediate family were involved?*

T: *Are there any instances in which it wouldn't be advisable to do that?*

PROBE FOR FEELINGS:

Inviting students to report how they feel about the lesson and/or their participation in it. Student responses to this teaching behavior offer the teacher certain insights into the students which are useful in evaluating the outcomes of the lesson and in planning for future lessons.

In formulating this teaching behavior, the teacher may either invite the student to identify relevant conditions, or the teacher may suggest a condition the student can consider in formulating his or her value judgment or course of action.

This teaching behavior is most frequently directed to the entire group of students and is used after the discussion has been concluded; during the lesson Process Dialogue.

T: *What do you think about our discussion today?*

T: *How do you feel about the way we've been working?*

T: *How do you feel about discussing the kinds of topics we've been considering during the last few days?*

T: *I notice that during this discussion there are times when we have periods of silence when no one is talking. How do you feel about that — does it bother you in any way?*